

# **SB 1270 Recommendations by Major Themes**

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## **Introduction**

Some forty years ago, individuals with developmental disabilities in California were often isolated from their fellow citizens. Families and other advocates asked the State to write policies and direct resources to help end that isolation. The State, the Regional Center system, and Service Providers responded and community group homes, day programs and workshops were created. This system of programs has served people well.

Over the past forty years, there has been a steady growth in different ways that people can choose to live. In addition to community group homes, there are now opportunities for individuals to continue to live with their own family, other families, or to live on their own with support. Expansion for choices in what people do during the day has not kept pace.

It's 2007, and a new day! Individuals with developmental disabilities, their families and advocates are once again asking the State, Regional Centers and Service Providers to take a big step. To join them in writing policies and redirecting resources that will provide new opportunities for working and participating in the community alongside their fellow citizens. To make sure that by the year 2012:

- (1) there are collaborative transition teams that help individuals and their families plan for what happens after school such as employment, college, community living and participation;
- (2) 80% of all adults (21-62) are involved in integrated and individualized employment and community participation;
- (3) there are standards for good quality integrated services; and
- (4) there is a statewide way to measure progress in what people earn from employment and how they spend their time in the community.

The following recommendations will help move the system of services and supports for individuals with developmental disabilities and their families towards accomplishing those goals by 2012.

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## Summary of Recommendations

### *Choice and Self-Direction*

**Individuals choose how they want to participate in their local communities and those who want to work, have a job they choose.**

1. Complete the Independence Plus Waiver and implement the self-directed services program in California.
2. Provide financial and technical support for self-employment, micro-enterprise and entrepreneurship through Centers for Self-Employment.
3. Develop a Statewide Initiative to Increase Public Sector Employment by 10%.

### *Flexible, Individualized Services and Supports*

**There is a system of support for individuals who want to participate in their communities and who want to work.**

4. Develop a vendor category titled Integrated Work Services.
5. Develop a vendor category titled Integrated Community Services.
6. Develop a Statewide Working Age Adult Policy.
7. Develop a Statewide Community Participation Policy.
8. Develop Statewide Quality Standards for Regional Center Funded Employment and Community Participation Services and Supports.
9. Develop a Statewide Tracking System of Employment and Community Participation Demographics and Outcomes.
10. Strengthen interagency transition planning.
11. Develop an Interagency, Cooperative Transition Unit at the Department of Developmental Services.

### *Employment and Health Benefits*

**Individuals understand their employment and health benefits.**

12. Integrate benefits planning into the Individual Program Planning (IPP) process.
13. Add a benefits planner position to the Regional Center core staffing formula.

### *Innovation*

**Good ideas are rewarded and shared.**

14. Fund a Statewide Research and Development Initiative for Innovative Employment, Education, and Community Integration Services and Supports
15. Encourage Use of Lanterman Act Provision for Alternative Service Development.

### *Workforce Education and Training*

**People who are paid for their support are well trained and make a living wage.**

16. Develop a statewide Workforce Training and Education Collaborative.
17. Develop a multilevel approach to the dissemination of best practices.

### *Community Education and Outreach*

**Communities understand that people with developmental disabilities are good friends, neighbors, citizens, and fellow workers.**

18. Establish a collaborative, statewide media campaign regarding employment and community integration for people with disabilities.

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### *Choice and Self-Direction*

**Individuals choose how they want to participate in their local communities and those who want to work, have a job they choose.** All individuals have a way to communicate their preferences and needs. There is assistive technology to support individualized communication. Individuals have opportunities to make choices about community participation and relationships that reflect their lifestyle, cultural, language, and spiritual preferences. Individuals travel, vacation, go to school or college, join clubs, date and marry, and watch and play sports. They participate in their local communities like everyone else, during the day, evenings, and weekends and by themselves or with a group.

People with developmental disabilities work everywhere that everyone else works. They have opportunities to learn about work through volunteering, internships and work experience programs. They work full time, part time, on weekends, and close to their neighborhoods. They work at jobs that match their interests and talents. Individuals work for minimum wage or higher. They work in private companies and for local, state, and federal government agencies. They are service providers. They have their own businesses. When they're ready, they retire.

**Recommendation #1: Start letting people have their own service budgets, decide on the kinds of services they want, and buy their services (*Independence Plus Waiver, SDS*).**

*Complete the Independence Plus Waiver and implement the self-directed services program in California.*

### **Description:**

It's important that the Department of Developmental Services complete the application process and implement the program as soon as possible. The self-directed waiver is a step forward in helping California citizens with developmental disabilities effectively plan and achieve their personal goals. Self-directed services include non-residential services like employment, educational, social and recreational supports. The Department should continue to work with self-advocates and representatives of the pilots in the implementation phase. Once implemented, self-advocates should be included as consultants to individuals who are interested in participating in the waiver.

**Background: Stakeholders want greater opportunities for choice and self-direction.** In it's draft application, California defines self-direction *as an approach that supports people in determining how to best plan, obtain, sustain and manage services that meet the individual's needs and achieve personally-defined outcomes in inclusive community settings*. Self-directed service is a program that will help some people become more self-determined or as some people say, 'have' more self-determination. This program will allow individuals who choose it, more flexibility to meet their needs by offering them the opportunity to plan for and buy services and supports that are just right for them, instead of fitting their needs into a program or services that are 'okay' but not the best fit.

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Information from the Self-Determination pilots in California provides numerous examples of individualized, innovative, and integrated employment, social and recreational services and supports. For example, in the area of employment, some individuals started their own businesses such as disc jockey, house cleaning, home repair, window washing, private transportation, bird breeding, hunting and fishing guide. Social and recreation supports have included horseback riding, snow skiing, gym and weight group memberships, and weight training.

**Recommendation #2: Support people who want to start their own business with funding and help from other people who know how to do it (*from a Center for Self-Employment*).**

*Provide financial and technical support for self-employment, micro-enterprise and entrepreneurship through Centers for Self-Employment.*

**Description:**

Through an existing program affiliation (e.g., Small Business Center, Community College), Southern, Central and Northern California Centers for Self-Employment are established. These Centers provide technical assistance for individuals with developmental disabilities who want to start their own businesses through: (1) workshops for individuals, family members, and service providers that focus on entrepreneurial approaches to producing income; (2) support in writing a business and marketing plan; (3) information regarding the effects of employment on benefits; and, (4) small grants for business start-ups. In addition, adult service vouchers can be used to purchase services that support self-employment (e.g., transportation, personal attendants, bookkeeping, billing, marketing, etc.). While this recommendation suggests a regional approach to supporting self-employment, a local approach could be developed as well.

**Background: Shareholders want to expand opportunities for individuals to start their own businesses.** Throughout the State, there are many examples of individuals who have successfully started and maintained their own businesses. For those who have failed, the difference is typically about a lack of training in basic business practices (e.g., developing a business plan, marketing, pricing goods and services), support of family, friends, an agency, or adequate start-up. At present, a model for a Self-Employment Center currently operates in the Far Northern Regional Center (FNRC) area. FNRC has vendored a self-employment support service as a part of the *Adventures in Business Project*. The Project includes a Business Consultant and a Development Committee who help interested individuals complete feasibility studies for new business ideas. In addition to business feasibility, a review of current individual benefits is also completed. If the business idea is a viable one, a business plan is written and customized support is provided to help the individual start-up and maintain the business.

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**Recommendation #3: Ask the state of California to hire 10% more people with developmental disabilities to work in state agencies.**

*Develop a Statewide Initiative to Increase Public Sector Employment by 10%.*

### **Description:**

The Governor's Committee on Employment of People with Disabilities (GCEPD) will develop a strategic initiative to increase public sector employment by 10% over the next three years. The Departments of Developmental Services, Rehabilitation, Education, State Personnel Board, and the Employment Development Department will develop the initiative through a collaborative effort. It will focus on developing a step-by-step plan for all major State agencies to increase their employment of people with disabilities within the three-year period.

**Background: Shareholders want to expand employment opportunities in state and local government agencies.** Many states have developed successful approaches to increasing employment in government jobs for people with disabilities. For example, in the area of recruitment and hiring<sup>1</sup>: Vermont and Washington work with organizations of and for individuals with disabilities as part of their targeted outreach and recruitment efforts; Maryland has a Coordinator of Special Outreach and Employment Programs to assist state agencies in targeting diverse applicant pools for state positions that includes persons with disabilities; Vermont and Washington have programs that specifically train and/or hire individuals with disabilities for state jobs; and, Vermont also provides a “must interview” to anyone with a disability who meets the minimum qualifications for any state job. In California, the Mental Health Services Act requires that people with life experiences be considered for jobs funded by the Act. Of the over 4,000 new positions created throughout California counties, about 20% are specifically designed for individuals with mental health challenges or family members.

One of the consistent barriers to public sector employment in California is budget constraint. While working under similar constraints, private employers have access to the Work Opportunity Tax Credit (WOTC). If an individual is employed for a minimum of 400 hours, a 40% tax credit is available on qualified first year wages up to \$6,000. There is no similar financial incentive for the public sector to hire people through supported employment. Since public entities do not pay taxes, WOTC is not applicable. One aspect of the initiative could include the creation of a test project that offers the same financial incentive to public entities. This would be a pool of funds that could be used to reimburse a public entity 40% of the first year wages up to \$6,000.

The California State Personnel Board's Limited Examination and Appointment Program (LEAP) is an alternate examination and appointment process designed to facilitate the

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<sup>1</sup> Excerpts from the U.S Equal Employment Opportunity Commission (2005). *Final Report: Best Practices for Employment of People with Disabilities in State Government*.

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recruitment and hiring of persons with disabilities. Individuals who qualify for LEAP are able to apply for any LEAP specified examination for which minimum qualifications are met. However, the program is not well publicized at this time. A component of the strategic plan should include public information about this and any other State programs that support public sector employment of people with disabilities.

#### *Flexible, Individualized Services and Supports*

**There is a system of support for individuals who want to participate in their communities and who want to work.** There is community, social, and on-the-job support, when and where it's needed. Support includes friends, peers, and family as well as people who are paid. The system of support includes transportation and housing. Funding for support is flexible and it starts before individuals leave high school. As needed, paid support helps individuals try new community activities, join organizations, visit friends and family, and find and keep a job.

**Recommendation #4: Let Regional Centers (*vendor category*) pay day programs for helping people find and keep jobs.**

*Develop a vendor category titled Integrated Work Services.*

#### **Description:**

Develop a vendor category that provides individualized instruction and support services in natural environments that enable adults with developmental disabilities (not eligible for or benefiting from other employment training programs) to achieve and maintain integrated, community employment.<sup>2</sup>

#### **Background: Stakeholders want services that support individualized employment in the community.**

In 1987, with input from individuals with developmental disabilities, families, advocates, service providers, and regional centers, the Department of Developmental Services developed a policy (CSD 87-2) known as *Integrated Work and Community Services* (IWCS). In addition to the above description, the policy further describes IWCS as follows:

Services are designed on an individual basis to achieve personal outcomes related to integration into the workforce. Instruction and training are provided in the specific work settings in which the client wishes to participate on an ongoing basis. Follow-along services and support are provided in accordance with the individual's need. A predominant goal of this program is to increase individuals' ability to exert control over their environment, to make personal choices that affect their daily lives, and to speak for themselves. The policy included service standards as well and would provide a template to a revised statement and to the development of the vendor category.

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<sup>2</sup> Department of Developmental Services (1987). *Integrated Work and Community Services (IWCS) Policy* (CSD-87-2).



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**Recommendation #5: Let Regional Centers (*vendor category*) pay day programs for helping people get out in the community to do things like everyone else.**

*Develop a vendor category titled Integrated Community Services.*

#### **Description:**

Develop a vendor category that provides individualized instruction and support services in natural environments that enable adults with developmental disabilities (18 and above) to increase and maintain their independence in life activities integral to an adult lifestyle: recreation and leisure pursuits, continuing education, interpersonal relationships, community access, and civic responsibilities.<sup>3</sup>

**Background: Stakeholders want services that support individualized community participation.** In 1987, with input from individuals with developmental disabilities, families, advocates, service providers, and regional centers, the Department of Developmental Services developed a policy (CSD 87-2) known as *Integrated Work and Community Services* (IWCS). In addition to the above description, the policy further describes IWCS as follows:

Services are designed on an individual basis to achieve personal outcomes related to integration into the surrounding community. Instruction and training are provided in the specific community settings in which the client wishes to participate on an ongoing basis. Follow-along services and support are provided in accordance with the individual's need. A predominant goal of this program is to increase individuals' ability to exert control over their environment, to make personal choices that affect their daily lives, and to speak for themselves. Thus, self-advocacy training is a required component of the program. The policy included service standards as well and would provide a template to a revised statement and to the development of the vendor category.

**Recommendation #6: Decide on what kinds of work/job services Regional Centers will pay for from now on (*state policy*).**

*Develop a Statewide Working Age Adult Policy.*

#### **Description:**

In partnership with the State Council, the Department of Developmental Services and its stakeholders will develop a working age (21-62) adult policy that defines the intent of the State in supporting employment for individuals with developmental disabilities. This policy would establish the core outcomes of employment and the types of funding available for employment. The policy would also: (1) establish guidelines for Regional Centers when approving nonresidential services for working age adults; and (2) require integrated employment goals in all Regional Center performance contracts.

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<sup>3</sup> Department of Developmental Services (1987). *Integrated Work and Community Services (IWCS) Policy* (CSD-87-2).

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**Background: Stakeholders want to work more and make more money.** In order to focus on employment outcomes, the State of Washington developed a working age adult policy. The policy was developed through a lengthy stakeholder process and the implementation of the policy took several years. In Washington, *the* Stakeholder Workgroup recommended persons of working age should be gainfully employed, participating and contributing to community life, using a variety of strategies to reach this status in the community. Specifically, the report states: "Pathways to Employment: Each individual will be supported to pursue his or her own unique path to work, a career, or his or her contribution to/participation in community life. All individuals, regardless of the challenge of their disability, will be afforded an opportunity to pursue competitive employment."<sup>4</sup> Counties (similar in their funding responsibilities to Regional Centers) were given two years to implement the policy.

Guidelines for implementation were as follows: (1) Counties determine with individuals and family members if individuals want to pursue or maintain gainful employment in an integrated setting in the community; (2) All individuals between the ages of 21 and 62 individual shall be gainfully employed or have an employment plan, which reflects the goals needed to pursue or maintain gainful employment; (3) Each individual shall receive supports needed to implement the plan; (4) If individuals of working age do not want to pursue or maintain gainful employment, then the authorization of County services for day programs will be discontinued and Case Resource Managers will provide information about generic community services; (5) Counties may continue to authorize services that do not emphasize employment only for individuals who have been granted an exception to policy.

### **Recommendation #7: Decide on what kinds of community services Regional Centers will pay for from now on (*state policy*).**

*Develop a Statewide Community Participation Policy.*

#### **Description:**

In partnership with the State Council, the Department of Developmental Services and its stakeholders will develop a policy that defines the intent of the State in supporting community participation for individuals with developmental disabilities. This policy would establish the core outcomes of community participation and the types of services and supports available using regional center funds. The policy would also establish guidelines for Regional Centers to follow when authorizing and offering community participation services (e.g., level of integration, assessment of preferred activities, etc.).

**Background: Stakeholders want to be more involved in their communities.** In a national study of community-based services and supports for adults, the Institute for Community Inclusion reports<sup>5</sup> that non-work programs have experienced a steady

<sup>4</sup> Division of Developmental Disabilities, Olympia, Washington (7/04). *County Services For Working Age Adults Policy* 4.11.

<sup>5</sup> Institute for Community Inclusion (2006). *Community-Based Non-Work Services: Findings from the National Survey of Day and Employment Programs for People with Developmental Disabilities*,



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growth<sup>6</sup> (could coincide with the nationwide plateau in funding and focus on supported employment) in their use since about 1996. Community-based, non-work programs are often used as a way to supplement employment supports for people who work part-time, enabling them to spend more of their non-work hours engaging in community-based activities rather than being at home or at a facility. It can also be used to support retirement activities for people who are over 65 and no longer want to work, to enable transition age youth to gain work skills through higher education or volunteer work, and to provide meaningful day activities for people who are between jobs or have not yet found a job.

At this time, some individuals are able to use either day program, behavioral or supported living services to support community participation. There is also a vendor category titled Social Recreation, however, the 1:10 staff to individual ratio does not support integration. In addition, some cities in both Northern and Southern California offer integrated recreation services. However, many individuals who cannot participate in the community without paid or non-paid support do not receive it.

**Recommendation #8: Decide what makes a good work/job service program and a good community program—what do they look like, what they do for people, how can you tell — and Regional Centers will use this with programs they fund (statewide quality standards for RC funded programs).**

*Develop Statewide Quality Standards for Regional Center Funded Employment and Community Participation Services and Supports.*

#### **Description:**

Statewide quality standards will reflect the Statewide Working Adult and Community Participation Policies developed by the Department of Developmental Services and its stakeholders. The standards will be incorporated into all regional center contracts with nonresidential services and include methods for evaluating both performance and non-performance.

**Background: Stakeholders want to make sure that people who are paid to provide support services are well trained.** At present, there are minimal quality standards (e.g., staff requirements, reporting) for regional center funded employment or community participation services and supports. Quality Service Standards will provide a basis for measuring individual outcomes, determining fiscal accountability, developing a system of quality assurance, and program evaluation. They will also provide consistency in measurement when a statewide outcome tracking system is developed.

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<sup>6</sup> There are likely many reasons for this growth (e.g., coinciding with the nationwide plateau in funding and focus on supported employment).

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**Recommendation #9: Decide on how to keep track of the work/job situation of people with developmental disabilities and how they are getting into the community (*statewide tracking system of employment & community participation demographics & outcomes*).**

*Develop a Statewide Tracking System of Employment and Community Participation Demographics and Outcomes.*

**Description:**

A statewide tracking system for aggregate employment (e.g., hours worked, gross monthly earnings, level of integration, job categories) and community participation (e.g., type of environment, level of integration) data. These data elements will be added to an existing data collection effort at the individual (e.g., revisions to the Client Development Evaluation Report (CDER), Annual IPP Review, Life Quality Assessment, National Core Indicators) level. Data will be aggregated by the Department of Developmental Services and reported on an annual basis.

**Background: Stakeholders want to expand opportunities for employment and community participation.** At present, the only information regarding statewide employment and community participation is found in the annual Department of Developmental Services budget and fact book. This consists of budget expenditures and does not provide a picture of aggregate employment (e.g., gross monthly earnings, level of integration, job categories) or community participation (e.g., type of environment, level of integration) data. This would require well-defined measures that would delineate integrated from segregated and meaningful from non-meaningful (e.g., what has commonly been termed as van therapy and mall walking) employment and community participation. A statewide tracking system would provide a baseline and subsequent measures to indicate progress in expanding integrated employment, education, and recreation and social opportunities for individuals served by the Regional Center. Regional Center of Orange County has already implemented an employment data system to track progress on their community work initiative.

**Recommendation #10: Make sure that Regional Centers, schools and other agencies work together to help people with developmental disabilities and their families figure out what to do after high school.**

*Strengthen interagency transition planning.*

**Description:**

Develop legislation that requires an interagency planning review process for all transition-aged youth (16-21) who use regional center services. The planning team would include Regional Centers, the Departments of Rehabilitation, Education, Employment Development, and Mental Health Services as appropriate. As requested by the individual planning team, local representatives of all agencies would sign off as having participated in the development of, offered services as appropriate for, and reviewed the comprehensive transition plan developed for the youth. In addition,

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Individual Education (IEP) and Program (IPP) Plans would be required to cross-reference and complement each other starting at age 16. Finally, the legislation should require the development of a statewide, peer-mentoring program that provides information and mentoring to youth with developmental disabilities and their families about the many adult living and working options available in most communities. The outcome of this legislative mandate would be that the last day of school looks like the first day of work or college or post-secondary training.

**Background: Stakeholders want a smooth transition from school to the adult world.** At present, individuals with developmental disabilities and their families view the transition planning process as fragmented. They report that Regional Centers and Local Education Agencies do not typically develop collaborative working relationships. The result is that individuals and families served by both (and other agencies as well) must often attend multiple planning meetings and help develop multiple plans. While statewide pilots have been tested and proved effective (e.g., School to Work Interagency Transition Partnership), there is typically no incentive for these agencies to work together in transition planning. If there is interest in moving this recommendation to the next level, consider the development of a blended or joint funding approach to transition services and supports.

**Recommendation #11: Ask state agencies like DDS, DR and Education to put funding together to get the word out to people about their choices for work and community life after school (*Develop Interagency Transition Unit at DDS*).**  
*Develop an Interagency, Cooperative Transition Unit at the Department of Developmental Services.*

#### **Description:**

Modeled after the Cooperative Units in the Department of Rehabilitation, it would be jointly funded by the Departments of Developmental Services, Education, Rehabilitation, and Mental Health. The unit would provide or fund training throughout the state as well as dissemination of best practices and materials. The Unit would also develop and maintain a website modeled after or connected to the Network of Care. Information and links regarding transition, employment, postsecondary education and training, and community living would be available. In addition, it would have the ability to fund innovative, collaborative transition planning efforts throughout the state.

**Background: Stakeholders want a smooth transition from school to the adult world.** The development of this cooperative unit would support efforts to strengthen the transition planning process. While there are many examples of effective transition practices throughout the state, at present, they are the exception rather than the rule.

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### *Employment and Health Benefits*

**Individuals understand their employment and health benefits.** Individuals and their families start learning about work and health benefits while they're still in school, before they graduate. There are people who help individuals and their families understand their benefits and who help them with benefit planning. People with developmental disabilities and their families understand how work affects Social Security and health benefits. They know the difference between the myths and the truths. Social Security laws are changed so that individuals have an opportunity to build assets.

**Recommendation #12: Make sure people with developmental disabilities and families get information about income, work and health benefits at their IPP.**

*Integrate benefits planning into the Individual Program Planning (IPP) process.*

#### **Description:**

Adjustments are made to Regional Center IPP training materials and assessments for transition-aged youth and adults to include current use and understanding of income, health, educational, and housing benefits. As agreed upon by the individual's planning team, goals and objectives regarding benefits planning are developed and, if needed, regional center resources (e.g., training, benefits analysis) are allocated.

**Background: Stakeholders want to understand their benefits and how they fit into their lives.** The individual program planning process is a natural place to provide information, set goals, and develop support services for understanding benefit use. This element of planning should start when individuals reach transition age (about age 14).

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**Recommendation #13: Make sure there is at least one staff person at every Regional Center who understands all these benefits and helps people figure them out.**

*Add a benefits planner position to the Regional Center core staffing formula.*

### **Description:**

This regional center or contract position provides: (1) benefits (including health, income and housing benefits) and financial planning assistance to individuals served by the regional center; (2) supports the development of an individual benefits analysis by service coordinators or service providers; (3) communicates with local Social Security representatives to determine benefit type, levels, previous use of work incentives; (4) assists individuals, family members, or service providers in reporting wages and other information to Social Security; (5) with and on behalf of individuals, advocates with Social Security to clarify issues and ensure equal application of work incentives and other rules; and, (6) provides in-service trainings on Social Security work incentives, health, and housing benefits to individuals with developmental disabilities, family members, regional center staff, service providers, and other support service personnel.

**Background: Stakeholders want to understand their benefits and how they fit into their lives.** Benefits can provide individuals with developmental disabilities the support they need to become more self-sufficient. They also serve as a safety net of core services (e.g., housing, health and safety). However, there is a serious gap in the capacity of regional centers and service providers to provide accurate information to individuals and their families about income, health, housing, educational and other benefits. This results in a significant lack of knowledge by individuals and families about the availability of benefits and often creates a barrier to greater self-sufficiency. It can also result in difficulties that can be avoided (e.g., overpayments). Benefit planning is not typically available to individuals and their families in California, although there is model program within the State. Funded by the Social Security Administration, *Bridges to Youth Self-Sufficiency* (located in seven California school districts) is dedicated to informing and motivating young people with disabilities and their families about work, the effects on benefits and the availability of current work incentives. The goal is to assist youth with the transition to work and adult life, and to help them maximize their economic independence and achieve greater self-sufficiency. One of the cornerstones of the project is benefits analysis and planning.

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### *Innovation*

**Good ideas are rewarded and shared.** There are incentives for service providers who help people expand their opportunities for community participation and to get and keep jobs that they choose. There are incentives for creative and innovative employers who hire people with developmental disabilities. There is technical support and funding for individuals with developmental disabilities who want to start their own businesses. Individuals, family members, service providers and employers have ways to share what they learn about successful ways to expand community participation and employment.

**Recommendation #14: Help individuals who have good ideas about work/job services or community services find funding to try out their ideas (*statewide research and development initiative for innovative services and supports*).**

*Fund a Statewide Research and Development Initiative for Innovative Employment, Education, and Community Integration Services and Supports*

#### **Description:**

Funded through public and private sector dollars, this statewide initiative will provide ongoing support for innovative approaches to employment and community integration.

**Background: Stakeholders want to make sure that there are incentives for service providers and employers who help people expand their opportunities for community participation and who help people get and keep jobs that they choose.** At present, there are few incentives for innovation and creativity in providing employment and community integration services. While innovation occurs, examples are often short-lived due to funding. A system of incentives (e.g., grants, Regional Center alternative funding waivers, etc.) will encourage service providers, employers, and others to take a chance and to stick with it for a sufficient period of time. In addition, AB 925 (the Workforce Inclusion Act) establishes a program that targets grants to counties and local workforce investment boards to develop local strategies for enhancing employment opportunities for people with disabilities; and fund comprehensive local and regional benefits planning and outreach programs to assist persons with disabilities. This legislation appears to provide support for innovation as well.



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**Recommendation #15: Let Regional Centers try different ways to pay for services that help people work and get involved in their communities (*Lanterman Act provision for alternative service development*).**

*Encourage Use of Lanterman Act Provision for Alternative Service Development.*

### **Description:**

The Department of Developmental Services and the Association of Regional Center Agencies issue a Memorandum encouraging Regional Centers to support the development of innovative employment and community participation services through Section 4669.2, Division 4.5, Chapter 5, Article 4 of the California Welfare and Institutions Code. Further, to base continuation of funding on performance-based outcomes.

**Background: Stakeholders want to support innovative and creative ways to expand opportunities for employment and community participation.** Also known as the AB 637 Waiver, the alternative services provision could be used to support the development of individualized services and supports for employment, educational, recreational and social support services. Two provisions of the Section in the Lanterman Act could be used to support innovation:

(2) Technical and financial support to consumers, and where appropriate, their families, to provide or secure their own services in lieu of services that regional centers would otherwise provide, purchase, or secure. These programs shall be cost-effective in the aggregate, and shall be limited to consumers who are at imminent risk of moving to a more restrictive setting.

(3) Procedures whereby regional centers may negotiate levels of payment with providers for delivery of specific services to a group of consumers through a mutually agreed upon contract with a specific term and a guaranteed reimbursement amount. Contracted services may be for any specific service or combination of services across vendor categories.

### *Workforce Education and Training*

**People who are paid for their support are well trained and make a living wage.**

They know and understand the culture and the language of individuals they support. Staff are knowledgeable about community resources and employment opportunities and know how to support individuals in social and recreational activities, volunteer and paid work. There is funding and incentives for ongoing education. Statewide training efforts are expanded to include staff who provide work and community participation services and supports.

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**Recommendation #16: Make sure support staff get the training they need to do a good job by putting together good trainers from across the state (*statewide training & education collaborative*).**

*Develop a statewide Workforce Training and Education Collaborative.*

### **Description:**

The State Council will establish a collaborative of major public and private agencies and organizations to develop a strategic initiative for training direct support and administrative professionals in the field of developmental disabilities. The initiative will focus on building capacity in workforce training regarding both employment and community integration for individuals with significant disabilities. The initiative will include short and long-term approaches to meeting the challenge.

**Background: Stakeholders want to make sure that people who are paid to provide support services are well trained.** While some elements of training are currently in place (e.g., ARC California's College of Direct Supports online courses, and the Department's Direct Support Professional course), as services and supports shift towards self-direction, and are increasingly community-based and integrated, the focus of training needs to shift as well.

**Recommendation #17: Get the word out about the best ways to support people with developmental disabilities who want to work and who want to get involved in their communities. Use conferences, the Internet, a resource center (*multilevel approach*).**

*Develop a multilevel approach to the dissemination of best practices.*

### **Description:**

The Association of Regional Center Agencies will develop and support a clearinghouse of materials regarding best practices in employment and community integration for people with developmental disabilities. The clearinghouse is online and includes an electronic newsletter, listserv and ongoing support for an annual New Day Conference.

**Background: Shareholders want to make sure that individuals, family members, service providers and employers have ways to share what they learn about successful ways to expand community participation and employment.** All over the State, there are examples of best practices in supporting individuals with significant disabilities in employment, social and recreational environments. However, there is a general consensus that good news doesn't travel fast in a state as large as California. There must be an ongoing focused effort on getting out the word regarding successful and innovative approaches to services and supports.

## SB 1270 Recommendations by Major Themes

**DRAFT**

### *Community Education and Outreach*

**Communities understand that people with developmental disabilities are good friends, neighbors, citizens, and fellow workers.** There is ongoing, statewide community and employer education that includes individuals with developmental disabilities as teachers. Outreach is through public speaking, school curricula, and all types of print, television and Internet media.

**Recommendation #18: Work together to get the word out across California about people with developmental disabilities and how they are like everyone else who lives and works in their communities. Use TV, radio, magazines and newspapers (*Develop a collaborative media campaign*).**

*Establish a collaborative, statewide media campaign regarding employment and community integration for people with disabilities.*

#### **Description:**

The State Council will seek public and private funding for a statewide media campaign that includes television and radio, print ads, and internet pop-ups. The focus of the campaign will be an raising awareness regarding employment and community integration of individuals with developmental disabilities.

**Background: Shareholders want to get the word out about the gifts and talents of people with developmental disabilities.** Media campaigns regarding a group of people are typically based on social marketing principles. Social marketing used basically the same marketing principles used to sell products. In this type of marketing, however, the products are ideas, attitudes and behaviors. The focus of this campaign will be that people with developmental disabilities are good friends, neighbors, citizens, and fellow workers.